DOCUMENT RESUME

ED 230 983 CS 207 730

TITLE Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1983 (Vol. 43 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 83

NOTE 13p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Adolescent Literature; Annotated Bibliographies; Bibliotherapy; *Childrens Literature; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; *English Instruction; Folk Culture; Higher Education; Learning Theories; Literary Criticism; *Literature Appreciation; Novels; Picture Books; Poetry; Short Stories; Story Telling; Student Reaction; Teacher Effectiveness

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) the integrated short story collection as a genre; (2) lyric definition; (3) trope density in Newbery Award winning books and selected Children's Choices from 1975 to 1981; (4) a folklore dramatics-based approach to the teaching of literature; (5) the politics of storytelling; (6) the response of primary grade children to picture books; (7) how children's responses to historical fiction are reflected in their writing; (8) the effects of bibliotherapy on anomia and life satisfaction of the elderly; (9) divorce as portrayed in selected young adult fiction published in the United States between 1947 and 1977; (10) the use of stories to promote figurative language in children; (11) the school administrator as portrayed in the American novel; (12) the effect of the traditional folk fairy tale and "issue specific" imaginative literature on self-esteem, hostile attitudes, and the behavior of children; (13) the image of whites in fiction for children and young adults written by black writers from 1945 to 1975; and (14) values in four British novels commonly read in American secondary schools. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
University Microfilms
International
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Literature, Literary Response, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

CS 207730

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Alderman, Timothy C.
THE INTEGRATED SHORT STORY COLLECTIONS AS A GENRE

Barbour, Linda Lee
LYRIC DEFINITION: POETRY AS DEFINITIVE PLAY

Brannock, Virginia M.
TROPE DENSITY IN NEWBERY AWARD WINNERS AND SELECTED CHILDREN'S CHOICES 1975-1981

Byers, Judy Ann Prozzillo
THE FOLK CULTURE MODEL: A FOLKLORE DRAMATICS BASED APPROACH FOR THE TEACHING OF LITERATURE

Christensen, Steven Eric
AN APPLICATION OF KOHLBERG'S COGNITIVE-DEVELOPMENTAL THEORY OF MORALIZATION TO NINTH GRADE STUDENT RESPONSES TO THE NOVEL

Cook, Timothy Edwin
THE POLITICS OF STORYTELLING: CHILDREN'S LITERATURE AND THE RENEWAL OF POLITICAL CULTURES

DeZure, Deborah Silverman
THE RELATION OF PREFERRED CRITICAL APPROACHES FOR THE VISUAL ARTS AND LITERATURE TO TRAINING, ARTS EXPERIENCES, AND PERSONALITY OF INTERDISCIPLINARY HUMANITIES TEACHERS AND STUDENTS. (VOLUMES I AND II)

Fortune, Judith Ann
THE EFFECT OF THE INSTRUCTIONAL STRATEGIES OF READERS THEATRE AND DISCUSSION ON THE RESPONSES OF FIFTH GRADE STUDENTS TO THE LITERARY ELEMENT OF CHARACTERIZATION IN SELECTED CHILDREN'S LITERATURE

Frick, Margaret Jane Bartley
WOMEN WRITERS ALONG THE RIVERS, 1850-1950: THE ROLES AND IMAGES OF WOMEN IN NORTHWESTERN MISSOURI AND NORTHEASTERN KANSAS AS EVIDENCED BY THEIR WRITINGS

Hill, Susan Elizabeth
LEARNING THROUGH LITERATURE: A CASE STUDY OF AN EXEMPLARY TEACHER

Hopkins, Belva Dee
AN ASSESSMENT OF THRID GRADE READER INTEREST IN EARLY RECORDED AND MODIFIED VERSIONS OF SELECTED FOLKTALES

Hynes, John Leo
PROPP AND HIS PROGENY: AN EVALUATION OF STORY GRAMMARS AND A REAPPRAISAL OF THE VALUE OF PROPP'S THEORIES FOR LITERARY ANALYSIS AND READING RESEARCH

Jenkinson, David Herbert
DIVORCE AS PORTRAYED IN SELECTED JUVENILE FICTION PUBLISHED IN AMERICA BETWEEN 1947 AND 1977

Kane, Patrick [illegible]
THE USE OF STORIES TO PROMOTE FIGURATIVE LANGUAGE IN CHILDREN

Kiefer, Barbara Zulandt
THE RESPONSE OF PRIMARY CHILDREN TO PICTURE BOOKS

Ross, Dianne Hardin
A STUDY OF HOW CHILDREN'S RESPONSES TO HISTORICAL FICTION ARE REFLECTED IN THEIR WRITING

Sadler, Mark Shaffner
THE EFFECTS OF BIBLIOTHERAPY ON ANOMIA AND LIFE SATISFACTION OF THE ELDERLY

Samuels, Barbara Greenfield
A NATIONAL SURVEY TO DETERMINE THE STATUS OF THE YOUND ADULT NOVEL IN THE SECONDARY SCHOOL ENGLISH CLASSROOM, GRADES 7-12

Smith, Anne Louise
THE RESPONSES OF SKILLED AND LESS SKILLED NINTH GRADE READERS TO AN ORIGINAL OR AN ADAPTED STORY

Smith, Theresa May
THE SCHOOL ADMINISTRATOR IN THE AMERICAN NOVEL

Spech[illegible], John Francis
AN EXAMINATION OF THE RITES OF PASSAGE IN SELECTED ADOLESCENT NOVELS

Streit, Gary Wayne
VALUES IN FOUR SELECTED BRITISH NOVELS COMMONLY READ IN AMERICAN SECONDARY SCHOOLS

Taylor, Velma Williams
AN INVESTIGATION OF THE EFFECT OF BIBLIOTHERAPY ON THE SELF-CONCEPTS OF KINDERGARTEN CHILDREN FROM ONE-PARENT FAMILIES

Williams, Helen Elizabeth
THE IMAGE OF WHITES IN FICTION FOR CHILDREN AND YOUNG ADULTS WRITTEN BY BLACK WRITERS, 1945-1975

Yellin, Michael Peter
BIBLIOTHERAPY: A COMPARISON OF THE EFFECT OF THE TRADITIONAL FOLK FAIRY TALE AND "ISSUES SPECIFIC" IMAGINATIVE LITERATURE ON SELF-ESTEEM, HOSTILE ATTITUDES AND THE BEHAVIOR OF CHILDREN

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1983 by University Microfilms International) and may not be reproduced without their proper permission.

THE INTEGRATED SHORT STORY COLLECTION AS A GENRE

Order No. DA8300879

ALDERMAN, TIMOTHY C., PH.D. *Purdue University*, 1982. 232pp. Major Professor: William T. Stafford

This dissertation defines the genre of integrated short story collections and applies the definition to selected contemporary examples, Updike's *Pigeon Feathers*, Barth's *Lost in the Funhouse*, and Fowles' *The Ebony Tower*. Through brief examinations of selected genre members from ancient times up to the twentieth century, this study determines first that the component short narratives comprise an element of continuity within the genre; second, that the genre stands between the epic or novel and the unorganized collection by virtue of its structure; third, that a definition and classification derived from and applicable to examples from all periods of literary history can be developed; and fourth, that the continuity of the genre is expressed in both structural and occasionally thematic terms.

Part One, devoted to genre theory, presents arguments against the modernity of the short story, revealing that aside from the usual presentation of the modern story as a fiction, the components of integrated collections differ from each other not in form but in emphasis. The organization of integrated story collections separates the genre from more cohesive narratives such as the novel and less cohesive assemblages of stories. Furthermore, drawing on examples from all periods, the definition of the genre stresses two elements: the centripetal forces, which frame the collection explicitly and/or implicitly, and the centrifugal forces, which dissociate the individual stories. In addition, the structure of integrated collections suggests the genre divides into closed and open classifications based on tonal and thematic characteristics. The section on theory closes with a study of the continuity of the genre, demonstrated in three groups of examples from ancient to modern times.

The application of theory of the genre in Part Two consists of close readings of three quite different collections, *Pigeon Feathers*, *Lost in the Funhouse*, and *The Ebony Tower*, for their explicit and implicit frames (narrative patterns, themes, settings), and for their centrifugal forces. The dissertation concludes with comparison of these three works with each other and to the definition of the genre, testifying to its continuity and to its evolution.

LYRIC DEFINITION: POETRY AS DEFINITIVE PLAY

Order No. DA8303513

BARBOUR, LINDA LEE, PH.D. *University of California, Irvine*, 1982. 371pp. Chair: Professor Harold E. Toliver

Lyric poetry, in its attempt to objectify personal significance so that ostensibly private emotion becomes accessible to a reader, involves a process of definition that requires the reader to interpret objectively even while subjectively experiencing the poem. This study in poetic definition explores the subjective and objective dimensions of lyric as both a definitional genre and the aesthetic experience of a reader, proposing a model of lyric poetry as "definitive play."

The Introduction employs Eliot's "objective correlative" with "The Red Wheelbarrow" by Williams to delineate the problem of emotional engagement vs. objectivity and to establish the critical model as a method of approach. Chapter I compares the process involved in poetic and logical definition, arriving at the concept of a "poetic genus." Poems explicated are "An Object" by Pound and Dickinson's "A Narrow Fellow in the Grass." Chapter II examines a metadefinitional lyric: Marvell's "Definition of Love." Chapter III shows the paradox in the way lyric definition turns logic against itself, considering Roetheke's "I Wake to Sleep," Tennyson's "Crossing the Bar," Dickinson's "To Make a Prairie," and "This Is Just to Say" by Williams.

Chapters IV through VII investigate the paradoxical subjectivity of lyric as a serious, definitive "play on words." Definition and play coalesce in the reader's experience of lyric as a subjective dimension of meaning (faith), of psychological encounter (empathy) and of aesthetic, interpretive imagination (fiction).

Chapter IV defines the play of consciousness upon object that these categories reflect, focusing upon "Anecdote of the Jar" by Wallace Stevens. Chapter V highlights the role of faith as epitomized in Seventeenth Century Metaphysical poetry, examining the dialectical conceit and the pun as high watermarks of literary faith in Donne's "Good Friday, 1613" and "A Hymne to God the Father." Chapter VI investigates empathy's role in the lyric, exemplified within two Romantic poems: "Kubla Khan" and "The Intimations Ode."

TROPE DENSITY IN NEWBERY AWARD WINNERS AND SELECTED CHILDREN'S CHOICES 1975-1981

Order No. DA8308666

BRANNOCK, VIRGINIA M., PH.D. *The Florida State University*, 1982. 238pp. Major Professor: Barbara C. Palmer

It was hypothesized that there was no difference in trope density between the Newbery Award books for the 7-year period 1975-1981 and seven books randomly selected from the older reader's category of Children's Choices, an annual bibliography of trade books compiled under the direction of the International Reading Association, 1975-1981. The mean trope density score of the Newbery Award winners was 9.06 per 1,000 words, while the mean trope density of the Children's Choices was 6.16 per 1,000 words. A *t*-test indicated that the difference was not significant at the .05 alpha level.

Trope density varied greatly from book to book, particularly in the Newbery books where there was a range from 5.7 in *A Gathering of Days* to 17.17 in *The Grey King*. Trope density of the Children's Choices ranged from 3.94 to 7.56.

Using the Valeri (1982) classification system where the master trope metaphor was broken into 13 separate categories, a 20% random sample of the 4,558 tropes identified were classified. The most frequently occurring tropes in the Newbery Award winners were abstractionistic metaphor, inanimate metaphor, and personification while litote, synecdoche, and frozen metaphors were the least common. Inanimate metaphor, abstractionistic metaphor, and hyperbole were the most common tropes in the Children's Choices, while synecdoche, metonymy, and litote were the least common.

Although the books examined are recommended for approximately the same grade level, the books differed greatly in stylistic factors such as trope density, complexity of syntax, vocabulary level and degree of abstraction. Teachers need to be aware of these stylistic factors when guiding children in book selection. Attempts should be made to ensure that children are introduced to reading materials that challenge but do not frustrate. Educators should aim toward increasing children's metaphorical competency while developing children's interest in high quality literature.

THE FOLK CULTURE MODEL: A FOLKLORE DRAMATICS BASED APPROACH FOR THE TEACHING OF LITERATURE

Order No. DA8226918

BYERS, JUDY ANN PROZZILLO, ED.D. *West Virginia University*, 1982. 527pp.

The purpose of this conceptual study was to create an instructional model for teaching written literature in secondary school English curricula, entitled the Folk Culture Model. This model combined folklore content and dramatics as process. A theoretical framework plus philosophical and psychological premises were developed. Drama and folklore were interdependent and facilitated applications of cultural heritages. Methods for presenting dramatics and folklore together toward student appreciation of literature were central. The first three chapters formulated the theory underlying the instructional model, while the fourth chapter presented the actual model. Chapter Five discussed implications.

Since literature reviews disclosed no prior synthesis of drama and folklore into one teaching strategy, an original basis for the FC Model's development was established. The model's rationale contained four premises clarifying why the FC Model can be recognized as a legitimate and plausible teaching strategy. Most of the existing applications of drama and folklore had been descriptive, containing more philosophical and psychological explorations than model development or empirical research. The four premises analyzed the nature and the source of learning under the FC Model: (1) The FC Model was presented as a natural, fundamental teaching strategy. (2) It contained potential for developing cognitive and affective domains. (3) However, the FC Model's major contribution was in literature methodology since a direct relationship existed between its two components (dramatics and folklore) and literature. (4) The FC Model's dominant focus was to make literature relevant to students.

A technical description of the FC Model followed the premises describing the instructional modeling process, the adaptation of a Joyce-Weil Model Schema, and an articulation of a learner-centered curriculum design.

Three sample units illustrated diverse applications of the FC

Model: an eighth grade unit based on the ghost tale in West Virginia folklore; a ninth grade unit based on the adolescent novel, *A Day No Pigs Would Die* by Robert Peck; and a tenth grade unit based on *Macbeth*.

The study discussed implications for various educational areas: curriculum, learners, today's schools, technology, and future research. Recommendations for future research emphasized two specific aspects of the FC Model's implementation--teacher training and retraining.

AN APPLICATION OF KOHLBERG'S COGNITIVE-DEVELOPMENTAL THEORY OF MORALIZATION TO NINTH GRADE STUDENT RESPONSES TO THE NOVEL

Order No. DA8229532

CHRISTENSEN, STEVEN ERIC, ED.D. *University of Massachusetts*, 1982. 179pp. Director: Professor Richard O. Ulin

The goal of this dissertation is to provide new insights into the question of how and why people respond differently to the same literary work. To attain this goal an as yet untested approach towards explaining divergent responses is employed. Lawrence Kohlberg's cognitive-developmental theory of moralization is applied to ninth grade student interpretations of John Steinbeck's *Of Mice and Men*. Kohlberg's theory posits six discrete stages of moral development, i.e., six qualitatively different ways of understanding and resolving ethically indeterminate situations. The central position of the investigator is that if students are operating from variant stages of moral development, then they should have variant responses to the novel in question.

In order to verify this hypothesis it was necessary to demonstrate the feasibility of moral stage typing student interpretations; and, in fact, this proved to be possible. The research findings indicate that at least with a novel which focuses on ethical conflicts student responses actually are moral stage specific. This ability signals a significant relationship between the divergent interpretations students make and their current stages of moral development. The implication of this finding is that it is now possible to identify certain response features that are associated with particular moral stages. This dissertation, therefore, provides the high school literature teacher with a heretofore overlooked source of information about how and why one student's interpretation is different from another's.

cognitive capacity and expectations. The dissertation concludes with a discussion of the role of children's literature in regenerating shared meanings and in social and political control.

THE POLITICS OF STORYTELLING: CHILDREN'S LITERATURE AND THE RENEWAL OF POLITICAL CULTURES

Order No. DA8224031

COOK, TIMOTHY EDWIN, PH.D. *The University of Wisconsin - Madison*, 1982. 327pp. Supervisor: Professor Richard M. Merelman

The earliest reports in political socialization suggested children's literature as a potential influence upon children's development of political understanding. Little evidence has been systematically accumulated to support or reject this claim. This study develops a rationale for children's literature as a source of children's political learning. It is based upon a cognitive-developmental model and is buttressed by recent work arguing that the story form is an invaluable means of comprehension for both children and adults.

Three hypotheses are examined. First, children's literature may effectively package cultural values. There should then be variations between cultures which correspond to the different cultural portrayals of political objects. This hypothesis of intercultural variability is tested by comparing best-selling children's fantasy novels from three disparate countries--America, Britain, and France. Second, children's literature may renew the shared meanings of political cultures. There should then be continuity of the basic political themes within a culture. This hypothesis of intracultural continuity over time is analyzed by examining the winners from 1922 to 1981 of the Newbery medal. Third, children's literature may be an important source for political learning. Children must then be able to recognize and understand political themes in the books they read. This hypothesis is explored by a small pilot study of school children's responses to two children's stories considered to have political content. These three hypotheses are upheld.

The classic fantasies present the portrayals of political authority most emphasized within the culture--for the Americans, direct and warm; for the British, hierarchical and structured; for the French, competent and commanding. The American theme of political individualism is consistently noted over time in the Newbery winners, but its implications have become modified by its placement in new, less benevolent contexts. Children can comprehend and interpret the political contents of children's books but in a way influenced by

THE RELATION OF PREFERRED CRITICAL APPROACHES FOR THE VISUAL ARTS AND LITERATURE TO TRAINING, ARTS EXPERIENCES, AND PERSONALITY OF INTERDISCIPLINARY HUMANITIES TEACHERS AND STUDENTS. (VOLUMES I AND II)

Order No. DA8210911

DEZURE, DEBORAH SILVERMAN, PH.D. *New York University*, 1981. 617pp. Chairman: Professor Carl P. Schmidt

This study described preferred critical approaches of humanities teachers and students to visual art and literature and their relation to training, arts experiences, and personality.

Discreteness of nine critical approaches from the Modes of Inquiry Model, a taxonomy of response to the arts, was also assessed.

Methodology. A measuring instrument, the Visual Arts and Literature Inquiry Preference Profile (VALIPP), with an average reliability = .69, was developed and validated to assess preferences for nine critical approaches. Responders selected their preferred approaches in response to reproductions (Visual Arts Section) and titles of literature (Literature Section).

Responses on VALIPP were factor analyzed to determine discreteness of each approach. Using multiple regression analyses, preference for each approach was related to personality (*16PF*). Range of preferred approaches was related to training, arts experiences, sex (scaled Background Questionnaires), and intelligence (*Hidden Forms, 16PF, Factor B*).

Results and Interpretations. (1) Teachers (n = 54) *differentiate* a greater number of critical approaches than students (n = 168), but teachers do not *prefer* a greater range of approaches. Teachers are more knowledgeable than students about criticism and, therefore, differentiate a greater number of approaches. However, it appears teachers have also been trained to select/reject particular approaches and, thus, exhibit a relatively limited range of preferred approaches. Students exhibit the same relative range of preferred approaches as teachers, possibly as a result of training in only a few critical approaches, which they routinely select. (2) English teachers have a relatively greater range of preferred approaches on both the Visual Arts and Literature Sections than teachers from "other" disciplines, although both teacher groups have a limited range of preferred approaches. English teachers have more experience with the variety of disciplines utilized with critical approaches. In contrast, social studies, art, and music teachers may rely primarily on approaches characteristic of their disciplines. (3) Personality has a role in preference/rejection of specific critical approaches. Possible intervening variables are identified. (4) Individuals who prefer an approach for the visual arts tend to prefer that approach for literature and vice versa. Further, amount of experience with one art form relates to range of preferred approaches in response to another art form; but these data are insufficient to determine whether a "transfer" of learning has occurred across art forms.

THE EFFECT OF THE INSTRUCTIONAL STRATEGIES OF READERS THEATRE AND DISCUSSION ON THE RESPONSES OF FIFTH GRADE STUDENTS TO THE LITERARY ELEMENT OF CHARACTERIZATION IN SELECTED CHILDREN'S LITERATURE

Order No. DA8304388

FORTUNE, JUDITH ANN, PH.D. *University of Washington*, 1982. 286pp. Chairperson: Dr. Nancy Hansen-Krening

The purpose of this eight week experimental study was to determine whether the use of the instructional techniques of Readers Theatre and discussion would enable fifth grade students to evaluate

the literary element of characterization in children's literature.

The study was conducted with four, intact fifth grade classes in an elementary school located in a suburban school district near Seattle, Washington. The teachers read four books to the students of which three of the four books were realistic fiction containing well-developed characters, and the fourth book was non-fiction. Three classes participated in the instructional treatments of Readers Theatre and discussion while the fourth class heard all the books read but did not receive the instructional treatments.

Part V, "Reading for Appreciation," from the *New Developmental Reading Test for Intermediate Grades* was administered as a pretest to the students prior to the beginning of the study to determine their background in literary appreciation. Post-tests which were designed for this study to determine the degree to which the students were evaluating characterization, were given after each book was read and the instructional technique was used. The data were analyzed by an analysis of variance, an analysis of covariance, and an analysis of variance with repeated measures with the confidence level set at .05.

The results indicated that the four forms of the post-test were not equivalent, thus it was difficult to determine any treatment effect. It did not appear that the instructional techniques of Readers Theatre and discussion enabled fifth grade students to evaluate characterization in children's literature. One significant finding indicated that learning disabled students were as capable of responding to characterization as were normal and gifted students.

WOMEN WRITERS ALONG THE RIVERS, 1850-1950: THE ROLES AND IMAGES OF WOMEN IN NORTHWESTERN MISSOURI AND NORTHEASTERN KANSAS AS EVIDENCED BY THEIR WRITINGS

Order No. DA8306282

FRICK, MARGARET JANE BARTLEY, PH.D. *University of Missouri - Kansas City*, 1982. 262pp.

This study was an historical and sociological examination of the roles and status of the women in a ten-county area of northwestern Missouri and northeastern Kansas, 1850-1950, as evidenced by the works and lifestyles of the women writers of the area. These images were compared and contrasted with the lifestyles of women which are reflected in recent publications and research about women's historical and literary contributions spanning the century under study. The roles and status of females as defined by the local research were similar to the images of women delineated in the recent national publications.

A review of current literature revealed that feminist scholars in universities and colleges are re-evaluating women's past contributions to learning and reinterpreting perspectives about women in the traditional disciplines in an effort to effect change within the male-dominated curriculum. This dissertation was designed to increase the knowledge of women's heritage with its discovery and analysis of women's writings and images in Atchison, Andrew, Buchanan, Clinton, DeKalb, Nodaway, and Holt Counties in Missouri, and Atchison, Brown, and Doniphan Counties in Kansas. A large body of writings of women in Missouri and Kansas--raw curricular data--resulted from the dissertation research.

The thesis contains four sections: (1) Introduction, which describes the need for further research about women's heritage and writings, and emphasizes the importance to education for this kind of study, and (2) Pioneer Times (1850-1880), (3) Spanning the Centuries (1880-1920), and (4) The Twenties, Thirties, and Forties, each a chronological examination of the nature of women's roles in the local area balanced against the images and status of females as derived from the recent national publications about women. During the Pioneer Times, women assumed roles as independent operators or equal partners with their husbands as they settled the frontier lands. As life became easier (1880-1920), women resumed their roles as household "angels" and mothers who did not believe it was proper to work outside the home. During the Twenties, Thirties, and Forties, societal images of women continued to reinforce the concept that females' primary responsibilities remained in the domestic area. Women were the romantic wife-companions of their husbands. Thus, the writings and lifestyles of women, 1850-1950, in the local area (and in the recent publications of national scope about women during the century) show that except for the period of the frontier era, females' roles and images were primarily within the domestic sphere.

LEARNING THROUGH LITERATURE: A CASE STUDY OF AN EXEMPLARY TEACHER

Order No. DA8309955

HILL, SUSAN ELIZABETH, ED.D. *University of Illinois at Urbana-Champaign*, 1983. 271pp. Adviser: Alan C. Purves

This case study examined how an exemplary teacher structured literature experiences and how students in turn responded to this curriculum. Further questions developed as the case study progressed. They included; Is the literature curriculum dependent on the enthusiasm and idiosyncratic experience of the teacher? Can the literature curriculum be recreated in other classrooms? Is student motivation and interest dependent on a process of self-selection of books? Is book selection controlled by the teacher as her pedagogical concerns interact with student book choices both inside and outside the classroom? Is there a pattern of dominant social values apparent in the books selected? How can a teacher avoid using uniform program materials and still keep track of reading skills and student interest? Why would a teacher want to teach this way? Finally, what are some effects of the literature curriculum on individual students?

In order to pursue these questions the researcher spent over four months as a participant observer in a grade five and six classroom. The individual book conferences of four students who represented a wide range in ability and interest were tape recorded and transcribed.

Literature group meetings with larger groups of students were recorded and transcribed. The teacher, students, parents and other members of the school district were interviewed. Photographs, document review, examination of books read and a questionnaire were used as methods of data collection.

The case study portrayed the literature curriculum in operation. Content analysis, as a means of exploring the teacher-student book conferences, revealed that the teacher focused on the broad categories of content, or recall of content; literary analysis of the book as an artifact; and a personal response of students to the book. A last category titled guidance and miscellaneous was also a common teacher student focus. The literature groups questions set by the teacher were analyzed in a similar way. Care was taken to ensure that the analysis of the teacher-student focus was presented embedded in context of the busy classroom. The special qualities of the particular exemplary teacher of literature were discussed.

AN ASSESSMENT OF THIRD GRADE READER INTEREST IN EARLY RECORDED AND MODIFIED VERSIONS OF SELECTED FOLKTALES

Order No. DA8303959

HOPKINS, BELVA DEE, ED.D. *Indiana University*, 1982. 145pp. Chairperson: Dr. James D. Walden

Although folktales began as a prime source of adult amusement, children have come to claim them as their own. Because of their great popularity with children, tales are often used in basal reading series as motivational material. However, before inclusion in the series, the tales are often adapted to fit simplified patterns or revised to omit offensive passages. The purpose of this study was to identify existing folktale variations used with children and to attempt to determine child interest in these adaptions in order to ascertain the effectiveness of the updated tales as motivational reading material for elementary children.

Three tales, most prevalent in seven State adopted reading series, were selected for intensified study. They were: "Cap O' Rushes", "Three Billy Goats Gruff", and "Rumpelstiltskin". The identification of the three tales' variations and characteristics was accomplished by the use of a writer prepared instrument. Both physical and content structures were noted.

Selected third grade students were then asked to listen to two versions of one of the three designated tales. They heard a basal reader version and an early recorded version, accepted by the writer as one of the earliest tellings. The children then participated in a survey interview conducted by the writer. Their opinions, likes and dislikes, concerning both versions were recorded.

Several interesting points were noted as a result of the study. Physical structure differences were not that prevalent in the folktale versions reviewed. Content changes existed mainly in the addition, deletion, or change of incidents within the tales.

The children found the selected tales highly enjoyable. Although no definite preference for one version over another existed, certain features in the tales were desired. The element of violence, often omitted from basal adaptions, was extemely popular with the selected students.

PROPP AND HIS PROGENY: AN EVALUATION OF STORY GRAMMARS AND A REAPPRAISAL OF THE VALUE OF PROPP'S THEORIES FOR LITERARY ANALYSIS AND READING RESEARCH

Order No. DA8218706

HYNES, JOHN LEO, ED.D. *State University of New York at Albany*, 1982. 233pp.

Chapter I poses questions about the existence of syntactic elements in narrative beyond the level of the sentence, and whether V. Propp's thirty-one functions can specify this syntax for works outside the genre of the Russian fairy tale. A loose analogy is drawn between Chomskian notions of syntactic competence for sentences and a similar, but not identical, competence for the syntactic organization of narratives. Works of A. B. Lord, U. Eco, W. Iser, and J. Culler are cited to develop a rationale for asking questions about narrative syntax.

Chapter II reviews the development of story grammars and establishes a rationale for conducting literary studies and reading experiments with the narrative grammar of Propp. Saussure's techniques for linguistic analysis are discussed prior to a thorough analysis of Propp's *Morphology of the Folktale*. Grammars for works by folklorists B. N. Colby, R. Drory, and I. Dan are shown to be similar to Propp's grammar because they apply to entire discourses. French structuralists Lévi-Strauss and A. J. Greimas raise Propp's grammar to a higher level of abstraction and combine a semantic and syntactic analysis. French critics T. Todorov, C. Bremond, and R. Barthes modify Propp's grammar and develop grammars for the syntax of episodes within narratives. Psychologists D. Rumelhart, P. Thorndyke, J. Mandler, N. Johnson, C. Glenn and N. Stein also modify Propp's grammar and develop story grammars which parse the episodes of narratives. Even though the psychologists have tested their episodic grammars with readers, and even though they derive their grammars from Propp's large categories, the psychologists omit Propp's cateogry of Transference from their episodic grammars, and, therefore, Propp's grammar has not been adequately tested in empirical experiments.

Chapter III explains the methodology for an Analytical Study and two Experiments to evaluate the usefulness of Propp's grammar. The first sections of Chapter IV present a sentence-by-sentence analysis performed on "Lives of the Poets" by Mararet Atwood, "A Rose for Emily" by William Faulkner, and "Eveline" by James Joyce. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

DIVORCE AS PORTRAYED IN SELECTED JUVENILE FICTION PUBLISHED IN AMERICA BETWEEN 1947 AND 1977

Order No. DA8308067

JENKINSON, DAVID HERBERT, PH.D. *University of Minnesota*, 1982. 174pp.

This study's purpose was to answer the question: What is the picture of divorce which emerges from examination of juvenile divorce fiction published in America between 1947 and 1977? This question was subdivided into six questions. Content analysis was selected for methodology; a Code Book and Guide were developed. To identify titles for analysis, annotations in *Library Journal/School Library Journal* and *Kirkus Reviews* were read for the period 1947 through 1977. Book length fiction suitable for grades four through twelve with an American setting corresponding to the publishing period and which had divorce as a major plot element were included; thirty-five titles were utilized.

Major findings were: typical divorcing families were white, middle class and nuclear in composition with one or two children having white-collar fathers and stay at home mothers who lived in single family homes in anonymous communities. Plots dealt with events before or following but avoided details of legal divorce and did not utilize vocabulary indicating legal dimensions. Explanations of marital breakup were limited to incompatability; legal reasons, with one exception, were not given for divorces. Juvenile characters were shown to be aware of parental unhappiness prior to divorce and learned from one parent that the marriage was to end. Post separation/divorce, most juveniles lived with mothers, the majority of whom worked because of lowered living standards. The majority of children from broken homes maintained contact with absent parents and kept their friends. Juveniles' major emotional responses were anger, sadness/grief and the most intense, reconciliation fantasies. A majority of the titles ended positively with juvenile characters adjusted to new family structures.

THE USE OF STORIES TO PROMOTE FIGURATIVE LANGUAGE IN CHILDREN

Order No. DA8225651

KANE, PATRICK TIMOTHY, PH.D. *The University of Wisconsin - Madison*, 1982. 145pp. Supervisor: Professor Robert E. Davidson

The production of figurative language by children in the second, fourth, and sixth grades was explored using newly constructed stimuli. A set of stories was constructed to serve as the stimulus for the 96 subjects in the study. Eight passages were written, all equal with respect to structure and all in the form of an active event sequence. One of four types of main characters was inserted into the event sequence of each passage. Two types of main characters were animate and the other two main characters were inanimate. Each subject received four stories combining an active event sequence with an animate main character and four stories combining an active event sequence with an inanimate main character. The combination of the event sequence with the inanimate main character was hypothesized to be more effective in eliciting the production of figurative responses than would be the active passages with animate characters. It was also hypothesized that the stimuli with the inanimate characters would elicit increased figurative production from the oldest subjects when compared with the younger grades.

Each of the subjects performed one of two tasks used to promote comprehension of the stories: a story ending task and a title production task. In addition, a preference measure was added to assess developmental changes in the preference of figurative endings or titles.

The stories with inanimate characters elicited a significantly greater number of figurative responses than the stories with animate characters. There was also a significant developmental effect for the figures produced. Post hoc analyses of the group means showed a significant quadratic trend in the data with the fourth graders producing more figures than the sixth or the second grades. Significant interactions were found between inanimate characters and grade, as well as inanimate characters and task (story completion and title production). The subjects' preference for figurative responses presented following the production measure showed no developmental differerce.

THE RESPONSE OF PRIMARY CHILDREN TO PICTURE BOOKS

Order No. DA8300288

KIEFER, BARBARA ZULANDT, PH.D. *The Ohio State University*, 1982. 275pp. Adviser: Professor Charlotte S. Huck

The purpose of the study was to provide a descriptive framework for primary children's response to picture books. The investigator assumed the role of participant observer in two combination first/second grade classrooms (18 first graders and 26 second graders) over a total of 22 weeks. The classrooms used an "informal" approach to education. Picture books constituted the medium of reading instruction. Data were collected by means of descriptive notes, anecdotal records and tape-recorded discussions and interviews.

As data were analyzed, the following framework for response was established: (1) Children often chose books a teacher or librarian had read or discussed or which a peer had recommended. (2) Many children looked carefully at the illustrations both before and during reading. Others preferred to begin reading immediately. (3) Children's talk about picture books was purposeful and was organized into functional categories adapted from M. A. K. Halliday--Informative, Heuristic, Imaginative, and Personal. (4) Children looked closely at pictures, responding to pictorial content or images which arose from the book. Their awareness of artistic style remained close to the self. (5) Children responded to picture books with nonverbal behaviors and by creating written and artistic products.

The teachers' roles in the context of these classrooms were considered key to the development of response. Picture books of varying styles and genre were made available to the children. Teachers gave children time to look at, think about, and talk about books. They read to children often and provided children with a variety of modes for response. They encouraged children to make connections between their own world and the world of picture books, helping children to return often to books in order to deepen response as well as to broaden it.

This descriptive framework shows children to be active constructors of affective as well as cognitive meanings as they respond to picture books. It also suggests that previous studies of children's "preference" for illustrations have not been revealing of the wide range of individual *response* which may occur among children.

A STUDY OF HOW CHILDREN'S RESPONSES TO HISTORICAL FICTION ARE REFLECTED IN THEIR WRITING

Order No. DA8309002

ROSS, DIANNE HARDIN, PH.D. *Michigan State University*, 1982. 261pp.

The purpose of this descriptive study was to study responses from a group of fifth grade students to specifically selected books of historical fiction for children and to have the student record their responses in writing. This study used the writing function categories as designed by James Britton et al.: transactional, expressive, and poetic.

During the prescribed study of eight weeks, the researcher read aloud three selections of historical fiction for children which dealt specifically with children involved as victims of World War II. The fifth grade students responded in oral discussions and in writing to these books. The researcher provided a sheet of three writing suggestions for the students to write their response to the story or the students were instructed to write in any way they chose.

After the eight week study, the researcher assessed the writing that the students submitted via an instrument designed by the researcher and based on the Primary Trait Scoring System. This instrument was validated by four educators experienced in working with upper elementary aged students. There was a high percentage of agreement between the raters and the researcher.

The results of the study indicated that literature is an excellent stimulus as a springboard for writing experiences. The use of historical fiction involved the students in a setting of World War II that gave them a feeling for the era of the War. An analysis of the responses that the students' gave to the causes and the consequences of the war revealed that they perhaps did not understand the background of the outcome of the War. However, they did have a feeling for the protagonist involved in the three stories and were able to identify the theme of the books. The students involved in this study, for the most part, seemed to view what happened in the story as a reality for something that happened in the past. When responding in writing, the selection of historical fiction seemed to effect the choice of discourse method: transactional, expressive, or poetic. The students chose different discourse methods to respond to the selections and did not seem to have a favorite. The expressive and the poetic were selected by a clear majority of students over the transactional. The students were not as sophisticated in their writing experiences nor as astute in their responses as they might have been had writing and response to literature been more familiar to them. Age and maturity as well as past writing experiences were reflected in the writing of the students.

THE EFFECTS OF BIBLIOTHERAPY ON ANOMIA AND LIFE SATISFACTION OF THE ELDERLY

Order No. DA8300178

SADLER, MARK SHAFFNER, PH.D. *Oklahoma State University*, 1982. 106pp. Adviser: Judith E. Dobson

Scope and Method of Study. This study was undertaken to compare the effects of bibliotherapy and group discussion when used to decrease anomia and increase life satisfaction in the elderly. Subjects for the study consisted of 36 elderly people from three Senior Citizen Centers in a metropolitan area in Oklahoma. One group served as the no treatment control, another received bibliotherapy alone, and the third group received bibliotherapy and nine sessions of group discussion concerning the books read. All three groups were administered assessments scales to measure anomia and life satisfaction on a pre, post, and delayed post schedule. Once the data was collected, two split-plot factorial analyses of variance were used to test for significance.

Findings and Conclusions. Results of the study suggested that bibliotherapy is effective for increasing the level of life satisfaction but is even more effective when combined with group discussion. Neither bibliotherapy nor group discussion showed positive movement in regards to anomia. The no treatment control did show a significant decrease for anomia and a significant increase in life satisfaction, but neither was maintained over time. The significant differences for bibliotherapy and group discussion were maintained over time. Findings indicate that group discussion enhances what is learned through reading and promotes quicker, more dramatic changes. Life satisfaction appears to be more amenable to change, while anomia is less amenable during a brief treatment period.

A NATIONAL SURVEY TO DETERMINE THE STATUS OF THE YOUNG ADULT NOVEL IN THE SECONDARY SCHOOL ENGLISH CLASSROOM, GRADES 7-12

Order No. DA8229347

SAMUELS, BARBARA GREENFIELD, ED.D. *University of Houston*, 1982. 178pp.

Recognizing that young adult novels are transitions to adult literature, serve developmental and cognitive needs of students, and encourage lifetime reading habits, this study attempted to determine the status of the genre in secondary schools. The study surveyed a random sample of teachers to find out what they knew and how they felt about young adult novels. Secondly, the questionnaire analyzed the uses of the young adult novel in secondary schools.

Procedure. Four hundred sixty questionnaires were mailed to a random national sample of secondary English teachers who subscribe to NCTE's *English Journal*. Sixty-eight percent were returned. Results were compiled and analyzed using SPSS procedures including Frequencies, Crosstabs, T-Test, and Breakdown.

Conclusions. Responses indicated that teachers in general agreed that young adult novels were transitions to adult literature, served developmental and cognitive needs, and encouraged lifetime reading habits. Teachers' familiarity with the genre was one factor in their use of young adult novels in the classroom and in their attitude. Although 60% had never taken a course in young adult literature, a majority indicated interest in taking a course. Almost unanimously (91%), respondents agreed that new English teachers should take a course in adolescent literature.

Only a few young adult novels were among those teachers frequently listed as required reading. Teachers listed 358 different titles of required novels.

The survey found that teachers believe young adult novels, belong on the junior high level. More young adult novels were required reading in junior high schools, more young adult novels were favorites of junior high students, junior high teachers had read more adolescent novels, and there was a significant difference between junior and senior high school teachers in attitude toward young adult novels.

The survey found that English teachers generally believed that the senior high program should consist primarily of recognized works of adult fiction. This study proposed that proponents of adolescent literature must understand that many English teachers think that their role in teaching literature is to introduce students to classics. At the same time, teachers must learn to appreciate the growing sophistication and popularity of young adult novels, and help to encourage students to discover the joy in books.

THE RESPONSES OF SKILLED AND LESS SKILLED NINTH GRADE READERS TO AN ORIGINAL OR AN ADAPTED STORY

Order No. DA8306457

SMITH, ANNE LOUISE, PH.D. *The University of Arizona*, 1982. 182pp. Director: Judy N. Mitchell

The purpose of this study was to compare the written responses of skilled and less skilled readers to either an original or an adapted story, and the written responses of less skilled readers to either an original or an adapted short story. Data were compared relative to three areas: (1) statistical analysis of frequency of clausal units, and categorization of clausal units according to recall, inference, and supplementation; (2) statistical analysis of selected elements of the short story, specifically, setting, characterization, plot, and theme; and (3) descriptive analysis of frequent responses within each subcategory.

Ninth grade students designated as skilled and less skilled readers by scores on the California Achievement Test formed two distinct sample populations. Subjects were randomly assigned to read either an original short story or an adaptation of the same story and write all they could recall, including selected elements of the short story, namely, setting, characterization, plot, and theme.

Findings indicated that in terms of frequency of clausal units and categorization of clausal units, the responses of skilled readers to the original story contained significantly more clausal units and inference statements than the responses of less skilled readers. The responses of less skilled readers to the adapted story contained significantly more clausal units and inference statements than the responses of less skilled readers to the original story.

Additionally, in their responses to elements of the short story, skilled readers differed significantly from less skilled readers for both the original and the adapted story with respect to characterization, plot, and theme. The responses of less skilled readers to the adapted story contained significantly more plot statements than the responses of the less skilled readers to the original story.

Results point to the use of adapted stories with less skilled readers; however, caution must be used in arriving at such a conclusion since this study did not include qualitative interpretation of responses or other response measures such as reader interest and enjoyment.

THE SCHOOL ADMINISTRATOR IN THE AMERICAN NOVEL

Order No. DA8229763

SMITH, THERESA MAY, ED.D. *University of Nevada, Las Vegas*, 1981. 250pp. Director: Dr. George Kavina

The study sought answers to the following questions: (1) How are school administrators portrayed in American novels? (2) Can any trends or patterns be established by an analysis of the portrayals? (3) How do these fictional portrayals compare with descriptions in the professional literature? (4) Are the fictional portrayals stereotypes?

Chapter 1 introduced the topic; examined its significance contending that fictional writers mirror society and, adversely, affect society; listed assumptions and limitations; and defined terms.

Chapter 2 provided a survey of related studies. Other cross-discipline studies were cited. Then, studies which emphasized personal characteristics of the administrator, the nature of the job, and stereotyping were examined.

Next, sampling, instrumentation, and research procedures were summarized in Chapter 3. The sample consisted of fifty American novels written since 1940 containing references to public or private school principals or assistant principals; superintendents; or college or university deans or presidents. Grounded theory, which is not based on a *priori* assumptions, was employed in the research. Additionally, content analysis was used in analyzing excerpted passages.

The selected novels were examined in Chapter 4 which was organized into subsections: public school administrators, private school administrators, superintendents, college or university deans and presidents. The coding categories devised were demographic characteristics, task areas, leadership styles, organizational theories, and power sources.

Chapter 5 summarized the findings, drew conclusions, made recommendations, and offered suggestions for further research. The major conclusions were as follows: (1) the overall portrayal of school administrators was negative; (2) public school administrators were most often depicted in the task areas of pupil and staff personnel; private school administrators in pupil personnel and community school leadership; and college or university administrators in community school leadership, staff, and finances; (3) the leadership style most often employed by the characters was a 9,1 style--a high concern for task and a low concern for people; (4) the administrators were most often portrayed as bureaucrats; (5) the administrators studied most frequently used coercive power; (6) school administrators were not often characters in novels and even less frequently were they heroes; (7) there was often a discrepancy between the novelists' descriptions of school administrators and descriptions in the professional literature; and (8) a stereotype of the school administrator existed.

AN EXAMINATION OF THE RITES OF PASSAGE IN SELECTED ADOLESCENT NOVELS

Order No. DA8301179

SPECHT, JOHN FRANCIS, ED.D. *University of Northern Colorado*, 1982. 186pp.

Statement of Problem. This study addresses the problem of whether or not a correlation exists between the initiation experience of the adolescent protagonist in the adolescent novel and the three-phase archetype of initiation found among numerous primitive cultures. This study also seeks to identify specific rites of initiation which adolescent protagonists undergo before they achieve maturity and to note any trends among the examined novels.

Procedure. The procedure used in this study is a replication of the 1966 study done by William Hugh Agee. He identified the three phases in the archetype of primitive initiation as separation, transition, and incorporation. Agee used novels of literary merit and he found that a correlation existed between the protagonists in contemporary American novels of adolescence and the initiates in primitive cultures. He also found a tendency toward alienation rather than incorporation on the part of the contemporary adolescent protagonist.

The seven novels that are used in this study come from a list in the April 1976 edition of the *Arizona English Bulletin*. The novels all contain the theme of initiation, but they are not necessarily winners of literary awards nor are they used because of their literary merit.

Results. The results of this study parallel Agee's findings with one notable exception. There is no alienation of the protagonists in the current study. The protagonists from the seven novels are successfully incorporated into the adult society. The separation, transition, and incorporation phases of initiation are all present in the examined novels. There are also specific rites which the adolescent protagonists successfully endure in the novels before they achieve a level of maturity.

Conclusions. It may be concluded from this study that a strong correlation exists between primitive initiation rituals and the initiation of the contemporary adolescent protagonists. It may also be concluded that there are certain rites that are experienced by the protagonists in current adolescent novels and these rites are similar to those experienced by initiates in numerous primitive cultures. A final conclusion is that the initiation theme may be found in novels of adolescence which do not qualify as literary award-winners.

VALUES IN FOUR SELECTED BRITISH NOVELS COMMONLY READ IN AMERICAN SECONDARY SCHOOLS

Order No. DA8302995

STREIT, GARY WAYNE, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 211pp. Adviser: Alan L. Madsen

An extensive examination of research studies, texts of English methods classes, bibliographies, and other critical materials on adolescent reading revealed that the four most commonly taught British novels in American secondary schools are *Brave New World*, *Lord of the Flies*, *1984*, and *Great Expectations*. These four novels were selected for examination from a values perspective.

This study replicates Theodore Hipple's "Values in Four Selected American Novels." Values are defined in both studies as the conscious or unconscious motivators and justifiers of the actions and judgments of the characters in the novels and are classified for each novel according to the seven value categories included in Harry S. Broudy's *Building a Philosophy of Education*: economic values; health, bodily, and recreational values; social values; moral values; aesthetic values; intellectual values; religious values.

Both studies use a method of analysis called "value-analysis." Each novel was examined holistically to describe the important motivators of the actions and judgments of the major characters relative to each of the seven value categories. A comparison of the findings of the two studies was included as to the prevalence of each value category in the novels studied.

The research indicated that the values found in the four English novels are quite similar to those found in the American novels of Hipple's study. Moral issues are treated extensively in all the works. All the novels have much to offer the reader about social values. Health and recreational, intellectual, and economic values are evident

throughout the novels while religious and aesthetic values are rather elusive in the works.

In adopting Broudy's categories for value-analysis of literary works, one must be aware of the subjectivity inherent in the research. If taken too literally, Broudy's rubrics cannot always be applied meaningfully.

The further research suggests similar analyses of poems and plays, similar studies of literary works from other ethnic traditions, since the novels of Hipple's study and of the present one depict just Anglo-American values, and studies examining curriculum materials across the high school curriculum for their value content.

AN INVESTIGATION OF THE EFFECT OF BIBLIOTHERAPY ON THE SELF-CONCEPTS OF KINDERGARTEN CHILDREN FROM ONE-PARENT FAMILIES Order No. DA8306465

TAYLOR, VELMA WILLIAMS, ED.D. *Jackson State University*, 1982. 162pp.

The purpose of this study was to determine the effect of bibliotherapy on the self-concepts of selected kindergarten children from one-parent families. The kindergarten program of this district was designed to meet the needs of five-year-old, low-income, disadvantaged children whose learning experiences prior to school entrance indicated a lack of preparation for functioning effectively in the regular school setting.

Two groups were utilized, an experimental group which received a bibliotherapy treatment and a control group which participated in the regular classroom story period activity. The sample for this study was selected from the kindergarten population of a large Mississippi metropolitan school district which operated 58 schools and a career development center. A total of 92 black kindergarten children from one-parent families was randomly assigned to control and experimental groups.

The four null hypotheses of the study stated there will be no significant differences as measured by the Primary Self-Concept Inventory in: (1) Overall Self-Concept between experimental and control groups; (2) Personal Self-Concept between experimental and control groups; (3) Social Self-Concept between experimental and control groups; and (4) Intellectual Self-Concept between experimental and control groups.

After the data were collected, the four null hypotheses were analyzed using the analysis of variance with pretests as covariates for the two independent groups. The Alpha was set at the .05 level.

The data did not support the four stated null hypotheses. There were significant group differences in Overall, Personal, Social, and Intellectual self-concepts in favor of children from one-parent families receiving the bibliotherapy treatment over those who did not receive the treatment.

THE IMAGE OF WHITES IN FICTION FOR CHILDREN AND YOUNG ADULTS WRITTEN BY BLACK WRITERS, 1945 - 1975 Order No. DA8306702

WILLIAMS, HELEN ELIZABETH, PH.D. *The University of Wisconsin - Madison*, 1983. 139pp. Supervisor: Professor Mary Woodworth

The purpose of this research was to determine how Black writers portrayed white characters in selected fiction written for or recommended to children and young adults. Books published between 1945 and 1975 comprised the population from which the research sample of 18 books was selected. A content analysis methodology was used in which these books and certain named white characters were used as units of measurement.

It was assumed that the authors would portray these characters in roles and behaviors to reflect the characteristics used as variables. Independent variables included: publication period, occupation, residence, education, gender, and age. Dependent variables were friendly, manipulative, and abusive social behaviors.

Pilot tests, a pre-test post-test, and a test of interjudge reliability were conducted to develop the three-part research instrument. Data collection was assisted by students in six accredited library school programs. They completed one part of the instrument and the researcher completed the remaining two parts.

Six hypotheses were formulated using varied combinations of the independent and dependent variables, and were tested for significance at the .05 level. The data were analyzed with computer assistance using the ANOVA program from the Statistical Package for the Social Sciences (SPSS).

Though the hypotheses were not confirmed, the data indicated that the adjectival friendly social behavior ranked highest among the behaviors measured. They also indicated that white characters with college or more education demonstrated higher levels of friendly social behavior toward nonwhites. Of particular interest was the 12:1 representation of male to female characters portrayed in major roles in these stories.

BIBLIOTHERAPY: A COMPARISON OF THE EFFECT OF THE TRADITIONAL FOLK FAIRY TALE AND "ISSUES SPECIFIC" IMAGINATIVE LITERATURE ON SELF-ESTEEM, HOSTILE ATTITUDES AND THE BEHAVIOR OF CHILDREN Order No. DA8300784

YELLIN, MICHAEL PETER, ED.D. *Boston University School of Education*, 1982. 169pp. Major Professor: Chris D. Kehris

The purpose of this study was to investigate the effectiveness of the traditional folk fairy tale as a form of imaginative literature used in a bibliotherapeutic intervention. The study further investigated the degree of psychotherapeutic impact produced by exposure to the traditional folk fairy tale in relation to the degree of psychotherapeutic impact produced by exposure to another form of children's imaginative literature: "issues specific." It was suggested that the traditional folk fairy tale possesses literary and conceptual qualities which make it developmentally and therapeutically more effective in resolving socio-emotional conflict in children than other forms of imaginative literature.

This study was founded on the theoretical and empirical studies which have worked towards substantiating the concepts and practices of bibliotherapy as a viable psychotherapeutic technique. Self-concept, "hostile" attitudes and "hostile" behavior were identified as variables most reflective of levels of psychosocial functioning in children. A randomized, pretest-posttest design was developed to statistically substantiate the effectiveness of a 10-week bibliotherapeutic intervention. Thirty-six second and third grade males were randomly selected and assigned to one of three groups: Experimental Group I, Experimental Group II and a Control Group.

Children in experimental groups met weekly for 45 minutes. Each week the children selected a story from a library of pre-recorded stories and listened to them on cassette tape recorders with earphones. The children then drew pictures of some aspect of the story which interested them. Experimental Group I listened to fairy tales, while Experimental Group II listened to "issues specific" imaginative literature.

Although a significantly important correlation was found for the dependent variables, no significance was determined for the six experimental hypotheses. It, therefore, could not be determined that the experimental conditions reduced hostility and promoted higher self-esteem. However, trends which suggested these conclusions were evident in the data and are discussed in the summary.

Recommendations present design limitations which appear to have negated statistical significance and suggestions are provided to alleviate these design flaws and more accurately investigate the experimental hypotheses.

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3043